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ABSTRACT

This document advocates a change in the structure of teacher education while considering the much-discussed view that schools of education may lose the function of educating teachers. Literature treating the failure of universities in educating teachers is reviewed. It is stated that many educators desire total movement of teacher education to a school center that is off the college campus and that is run by the public schools for the objectives of public education. The authors state that one of the motives for such a movement would be to seek a climate more conducive to change than the one that currently exists in teacher education. This paper stresses the need for schools of education to establish programs that are of the college but not in the college; programs that are in the public schools but that have combined staffs. The education of high school teachers is given as an example. For this new major, whether it is called "secondary education" or "secondary teaching", the location is a clinical setting in the public schools; the approach is performance- and product-based. (JA)

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WHICH DIRECTION FOR SCHOOLS OF EDUCATION?

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Are schools of education in colleges and universities likely to find that their activities have packed up and moved out to the public schools? Possibly so, according to a number of voices, if the schools of education cannot find ways to align with the needs of public schools rather than with the needs of colleges and universities.

A number of voices, like R. Gordon McIntosh,[1] point out the need for teacher education to bear a more integral relationship to the ongoing life of the cooperating schools. He sees the university as perhaps the most disinterested

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[1] McIntosh, R. Gordon, "The Clinical Approach to Teacher Education". The Journal of Teacher Education, Spring, 1971.

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vantage point from which to examine current practice and to recommend improvements in the schools. Implications are that public schools constitute a better vantage point. That colleges are losing the initiative in teacher education is the feeling of Evan R. Collins[2] who cites the expressions of TEPS in its statement that teachers must have the major voice in teacher preparation and points up the fact that some school systems (New York) are setting up teacher training programs. He concluded that authority (over the curriculum for teacher education, over standards for admission to programs in teacher education and for performance in courses) is passing from the colleges. He sees the hour for realignment as late.

R.B. Howsam[3] presents the thesis that the location of teacher education on a university campus is an academic accident and that it is disadvantaged by the faculty governance system. He sees needs of the teaching profession and public schools as having been restricted by the "disciplines" of the conventional college. Emphasis on teacher education as an "all-university function" has limited the development of the schools of education as professional schools and made them less able to serve professional needs of public schools; such emphasis seems to make schools of education responsible for behaviors over which they have no real control.

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[2]Collins, Evan R., "The Impossible Imperatives: Power, Authority, and Decision Making in Teacher Education". AACTE, 24 February 1971, p. 13.

[3]Howsam, R.B., Draft of "Governance of Teacher Education" presented to the AACTE, February 1971.

The AACTE, as an official body, deals with the looming possibility that colleges may be in danger of losing the function of teacher education. A special study commission of AACTE states in its Crisis in Teacher Education[4] that fragmentation of authority becomes crucial as "school systems seek to prepare their own teachers". The commission further states that there is a "current movement toward total assumption of professional preparation responsibilities by school systems". The report emphasizes the need for close involvement between school systems & colleges. It points up the need for "the invention of new and different strategies" to afford schools of education the structures that can enable the schools of education to be more responsive to teacher education needs.

Some voices have suggested that the problem may be alleviated if colleges and school systems combine in cooperative ventures. This must be done, they say, in a way that permits the personnel of the school system to have a voice in control.[5]

John A.R. Wilson[6] believes that teacher education cannot be divorced from the work of the teacher. Teacher education

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[4]Special Study Commission, Crisis in Teacher Education, presented to the AACTE, February 1971.

[5]Durham, Joseph T., "Imperatives for Teacher Education in the Seventies", Albany State College publication, 1 February 1971.

[6]Wilson, John A.R., "A Radical Proposal", Kappa Delta Pi Record, February 1971, p. 65.

for the future, he states, requires a new view of what teachers are doing and of the nature & function of schools. He points out that the damnation of present teacher preparation is the delusion that professional competence can be obtained in a time-span of a few professional courses on a college campus.

Ronald Anderson[7], University of Hawaii, reports the College of Education in his institution plans to move professional education into the public schools to offer experiences in theory, professional laboratory, and practice under supervision of a team of college education faculty and public school teachers. This program will serve as a testing ground for new designs for the entire secondary education curriculum.

Robert Koff[8] has stated that the primary, if not the ultimate, goal of teaching is to internalize in the learner the devices he needs to learn so that he progressively becomes independent of external control; that is, he learns how to learn. He points out a need for the development of teacher training materials that link concepts and practice.

The many educators who advocate that teacher education is best conducted <u>off</u> the college campus, <u>by</u> the public schools, and <u>for</u> the objectives of public education suggest total

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[7]Comments at ICET, 9 August 1971.

[8]"Educational Personnel Development: Challenge of the Seventies", Report of a Conference of Chief State School Officers, 1970, Stanford Center for Research and Development in Teaching, Stanford University, p. 16.

movement from the campus to a school center. Advocates of such action in the profession may find parallel support from the pattern of the incipient movements within certain colleges to institute "External Degree" programs[9], usually in business or public administration. If programs in those fields provide degrees off the college campus, education degrees may not be an exception.

Many educators support the concern that the preparation of school personnel to enter a profession must be broader than the traditional university concern for seeking valid knowledge. Such concern causes professional preparation programs to emphasize: (1) search for knowledge, as characterized by the search of the disciplines; (2) research and development, appropriate to a profession; (3) utilization and application, as characterized by the professional practitioners. The major research emphasis in preparation of teachers should be more on investigation and development related to the social problems of man than on the research of the discipline as is often common in a university. From consideration of the problems of man, from applications of related disciplines, and from professional study the teacher education program will build a repertoire of knowledge and skills for transmission to intended practitioners. Too often, those who govern the colleges, and thus by the schools of

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[9]"Higher Education and National Affairs", American Council on Education, Washington, 16 July 1971.

education, seem to expect purposes and orientations of the university approach and the professional schools to be the same, critics say. Expectations that derive from the university approach need not be expected to fit schools of education.

FREEDOM TO PREPARE TEACHERS

If the decision-making process of the institution gives low-priority to professional preparation, the school of education may be unduly burdened in expending energies to produce and maintain collaborative relationships for the advancement of professional preparation. There must be, therefore, evidence of adequate college organization for permitting schools of education to make decisions about the process and content of teacher education and to locate with them the major responsibility for designing, approving, evaluating, and developing teacher education. (Obviously, the decisions must be made in the light of certain constraints affecting teacher education: NCATE; State Department of Education; TEPS; and the requirements of the institution.) Unless such decision-making structures exist and are made to work, teacher education cannot be one and a part of its neighboring school systems regardless of how much the school systems wish for this.

While there are many converse suggestions that a movement of teacher education from the campus to the public schools will simply attach new teachers to the things already in existence, the proponents of the movement point out that its very purpose is to find a climate more open to change. They indicate a need to have prospective teachers engaged in creating new teaching

models, new teaching agencies, and creative curricular experiences for children in a climate of reality. It is basic to the movement concept that it must be given a school system willing and ready to make modifications that will produce the kind of education suitable to the best interest of learners and willing to support the efforts of combined administrators, teachers, education faculty, and prospective teachers in the development of a better school. Such a school system should be similar to the "Teacher Centers" that the U.S.O.E. proposes to establish over the nation. It should be a place to bring together human and material resources to provide teachers with the most effective preparation to meet their professional responsibilities.

CHANGE IN MAJOR PATTERN

To move the professional preparation to a selected teacher preparation laboratory is a fairly common pattern in programs including teacher corps, work-study, and job corps. But the content preparation for teacher education would also need to be changed and relocated. The college curriculum pattern is being cited as a major hindrance to curriculum change in high schools.[10] The university pattern of curriculum, with its separate subjects approached in depth, is the major determinant of curriculum in the high schools since teachers are prepared in separate subjects. Yet public school innovators doubt that a separate subject curriculum should be maintained in the high

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[10]Haberman, Martin. "Twenty Three Reasons Universities Can't Educate Teachers". Journal of Teacher Education. Summer 1971, p.133.

schools now or in the future. Only minor break-aways have been possible because of separate subject preparation of high school teachers. These limited break-aways have consisted of two-course blocs, career exploration, mini-courses, exceptional education, environmental studies, etc. The breakaways are numerous enough to suggest desires for innovation but small enough to suggest the domination of high school curriculum by university curriculum patterns.

How can a high school teacher be best prepared? The desire for public school curriculum change and the potential obsolescence of the separate subject curriculum, coupled with the growing thrust toward a more clinical and internship approach to teacher preparation, suggests the direction of change in the preparation of high school teachers. Can we give the high school teacher the content for a curriculum of new categories such as "symbolic skills", "developmental studies", "exemplars", "molar problems", "scientific method", or of problem-centered studies?

MAJOR IN A NEW LOCATION

Many indicators point toward the need for Schools of Education to establish programs that are <u>of</u> the college but not <u>in</u> the college; programs <u>in</u> the public schools but <u>of</u> a combined staff. Such programs must call for a new major that is broad in concepts, flexible in organization, and inclusive of coordinated understanding and practice. The preparation of a

high school teacher is offered as an example. The name of the major is not significant -- "Secondary Education" or"Secondary Teaching" -- but it should emphasize the curriculum content of the secondary school properly blended or "layered" into a secondary teaching program with essentially all of the major and the faculty for it located in a clinical setting of the public schools.

The new major abandons the traditional teacher education concept of campus-based courses and can focus on a performance-based and product-based approach. It can provide a four-year education program with the high schools and the higher education institutions operating in concert.

Additionally, such a major can be performance based to permit the prospective teacher to acquire certain competencies.

The plan for the major can utilize part of the existing program on the college campus. The first two years of the program can be spent in general or core curriculum education, including an exploratory survey of the content of a broad field. During the third year, the prospective teacher can be held accountable for a mastery of the content he plans to teach. The content should be suitable for public school curriculum and should cut across college departmental areas in their contribution to professional education.

The senior year will not be structured as courses but as instructional modules, each intended to facilitate the prospective teacher's achievement of a performance based objective. Some

modules will be directed by college-based faculty, many by school-based faculty, and a few by the self-direction of the prospective teacher. A module may consist of several elements. These may include a teaching unit, class study, or individual project. Each module will consist of:

A specific objective

↳ Preassessment of prospective teacher's behavior and effectiveness

↳ Instructional activity, self-paced

↳ Postassessment

↳ Recycling for additional time

Movement to another module if results are adequate

Throughout the senior year the secondary education major will be given opportunity to interact with an in-service teacher so as to effectively accomplish desirable behavior changes in learners who are the focus of attention.

SUMMARY

The directions for Schools of Education does not seem clear at the moment but some several voices seem to be calling for a movement that constitutes a new structure for teacher education. An example of a possible combinations of campus- and public school-based activity has been suggested in this article.